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ABSTRACT

Senate Bill 156 of 1989 established the "Teacher Assistant, Associate of Arts" degree program in the California Education Code as a new offering of the California Community Colleges. It funded the creation of the program by two community colleges in different regions of the State, and it directed the California Commission on Teacher Credentialing to examine students who earn the degree for licensure as teacher assistants. It also called on the Postsecondary Education Commission to evaluate the outcomes of the program and to make recommendations, as appropriate, to the Governor, Legislature, and other agencies. This report responds to that request by describing the programs established by the two selected colleges, Los Angeles Mission College in Sylmar and Shasta College in Redding, and evaluating them from both a qualitative and quantitative perspective, despite the fact that much of the information needed for a thorough program evaluation is not available (Part Three). Part Two of this report discusses the origins and implementation of the two programs. The report also discusses the challenges facing the two programs and presents seven conclusions and recommendations for their improvement (Part One). Appended are the Senate Bill 156 of 1989 and Education Code Sections 45350-45358. Contains 11 references. (VWC)

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CALIFORNIA'S ASSOCIATE DEGREE PROGRAMS FOR PREPARING LICENSED TEACHER ASSISTANTS

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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JUNE 1994

COMMISSION REPORT 94-10

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SUMMARY

Senate Bill 156 of 1989, introduced by Senator Leroy Greene, established the "Teacher Assistant, Associate of Arts" degree program in the California Education Code as a new activity of the California Community Colleges. It funded the creation of the program by two community colleges in different regions of the State, and it directed the California Commission on Teacher Credentialing to examine students who earn the degree for licensure as teacher assistants. It also called on the Postsecondary Education Commission to evaluate the outcomes of the program and to make recommendations, as appropriate, to the Governor, Legislature, and other agencies.

This report responds to that request by describing the programs established by the two selected colleges -- Los Angeles Mission College in Sylmar and Shasta College in Redding -- and evaluating them from both a qualitative and quantitative perspective, despite the fact that much of the information needed for a thorough program evaluation is not available. The report discusses the challenges facing the two programs and, on pages 2-5, presents seven conclusions and recommendations for their improvement.

The Commission voted to transmit this report to the Governor, Legislature, and other agencies at its June 6, 1994 meeting, on recommendation of its Educational Policy and Programs Committee. Additional copies of the report may be obtained from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938.

CALIFORNIA'S ASSOCIATE DEGREE PROGRAMS FOR PREPARING LICENSED TEACHER ASSISTANTS

A Report to the Legislature in Response to Senate Bill 156 (Chapter 1345, Statutes of 1989)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

COMMISSION REPORT 94-10
PUBLISHED JUNE 1994

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Contents

Page	Section
1	ONE Summary, Conclusions, and Recommendations
2	Conclusions and Recommendations
7	TWO Origins and Implementation of the Two Programs
7	Rationale for SB 156
7	Purpose of SB 156
8	Selection of Los Angeles Mission and Shasta Colleges
11	Creation of the Two Programs
14	Enrollment in the Programs
14	Characteristics of Students in the Programs
14	Summary
17	THREE Evaluation of the Two Programs
19	Anecdotal Evidence About Program Success
20	Relation of the Programs to Trends Within the Teaching Profession
22	Need for More Information
28	Rethinking the Licensing Procedures for Teacher Assistants
28	Summary
31	Appendix A: Senate Bill 156 of 1989
37	Appendix B: Education Code Sections 45350-45358
39	Bibliography

Displays

Page	Display
9	1. Excerpt from the Chancellor's Office "Request for Proposals" for Grants of $25,000 to Plan Teacher Assistant Associate of Arts Degree Programs, January 18, 1991
12	2. Career-Ladder Flow Chart, Future Teachers Institute, Los Angeles Mission College
15	3. Characteristics of the 107 Students Enrolled in the Teacher Assistant Degree Program of Los Angeles Mission College and the 33 Enrolled in the Similar Program at Shasta College, Academic Years 1991-92 and 1992-93
18	4. Characteristics of the 107 Students Enrolled in the Teacher Assistant Degree Program of Los Angeles Mission College and the 33 Enrolled in the Similar Program at Shasta College, Academic Years 1991-92 and 1992-93
21	5. Career Ladder Matrix Developed by the California Task Force for Professionalizing the Paraprofessional in Education, 1989
23	6. Examples of Paraprofessional Career Ladder Steps in Education as Promoted by the City University of New York
24-25	7. Description of the Paraprofessional Career Ladder Program Developed by the Cleveland, Ohio, Public Schools
26	8. Responses to a 1993 Survey About the Activities and Career-Ladder Interests of Paraprofessional Employees of the Los Angeles Unified School District

1 Summary, Conclusions, and Recommendations

SENATE BILL 156 (Greene, Chapter 1345, Statutes of 1989), which is reproduced in Appendix A, established the "Associate of Arts, Teacher Assistant" degree within the California Community Colleges in an effort to provide better training and development among elementary school classroom aides. Under the law, graduates of this degree program are eligible to apply to the California Commission on Teacher Credentialing for licensure as teacher assistants.

Two community colleges -- Los Angeles Mission College in Sylmar and Shasta College in Redding -- received planning grants of $25,000 each to establish the new degree programs in the 1991-92 year. Both colleges collaborated with area public elementary schools to design the programs so that they met the needs of local school paraprofessionals. The colleges also worked with area campuses of the California State University to develop articulated baccalaureate-degree and master's-degree programs as a career ladder for program graduates who were interested in eventually becoming credentialed teachers.

Between Fall 1991 and June 1993, the two programs enrolled a demographically diverse contingent of 140 candidates, nearly all of whom had been employed as elementary school aides and assistants at the time of their enrollment. Yet as of this spring, only one of the graduates had applied to the Commission on Teacher Credentialing for licensure as a teacher assistant, even though 12 had passed their examination for a license and, as far as is known, none has transferred to a baccalaureate program.

SB 156 called for several evaluations of the two programs, but the two community colleges and the local school districts employing the program candidates did not collect all the information on students called for in the law. In addition, the California Department of Education did not conduct workshops, as required by the law, to ensure the effective use of teacher assistants by classroom instructors, and it did not complete a required evaluation of the effectiveness of using teacher assistants in elementary schools as measured by improvements in the performance of pupils in those classes.

College and elementary school officials feel that the lack of any clear incentives for teacher assistants graduating from the programs is the most important factor adversely affecting their application, persistence, and licensure, but funding problems, family problems, and logistical problems also appear to have affected the success of the programs. Moreover, the lack of information on the use of teacher assistants in the classroom and on their impact in improving classroom instruction leaves many issues surrounding the program unresolved.

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SB 156 called on the California Postsecondary Education Commission to evaluate the outcomes of the program and to make recommendations, as appropriate, to the Governor, Legislature, and other State agencies. Because so little information is available for the Commission to undertake a thorough program evaluation, several of the Commission's recommendations below simply call for the completion of activities mandated in SB 156 that are so far unfinished.

Conclusions and Recomendations

1. *Lack of research evidence*

The California Department of Education did not perform the research called for in the legislation, as codified in Section 45358 of the Education Code, by comparing the performance of students from classrooms utilizing the graduates of the teacher assistant program with that of students from other classrooms. The Department cited cost constraints as the reason for not undertaking this research, and the research would have little impact on the programs in the foreseeable future because of the slow pace by which candidates in the program are graduating and serving as licensed teacher assistants. At least another year would be required to have enough classrooms staffed by these assistants for statistically reliable comparisons -- and the research could not be completed until 1996 or 1997.

A more effective and efficient method of achieving the results at which SB 156 aimed in its call for comparative research is simply to ask the California Department of Education to report on the impact nationally of using elementary school classroom paraprofessionals, as evidenced by research available through ERIC or other syntheses of research findings.

Recommendation 1: **The California Department of Education should be expected to report to the Legislature, Governor, Commission, and participating community college and school districts evidence about the impact of using paraprofessionals in elementary school classrooms, rather than undertaking comparative research on the impact of this particular program on pupils' classroom performance, as called for in Education Code Section 45358.**

2. *Lack of information on effective utilization of teacher assistants*

The California Department of Education did not conduct workshops for classroom teachers in the participating school districts, as called for in SB 156 through Education Code Section 45356, in order to improve the program's chances of success by ensuring that these teachers utilized their classroom assistants most effectively. Based on the information gathered as a result of the first recommendation, the Department could provide information to local districts on strategies for more effective use of these assistants.

Recommendation 2: **The Department of Education should be expected to prepare memoranda for circulation (1) to elementary school teachers with teacher assistants, summarizing ways to most effectively use paraprofessionals in their classrooms and (2) to the community colleges and school districts**

participating in the program, summarizing ways to use workshops or other methods to help these teachers use their assistants most effectively. In preparing these memoranda, the Commission suggests that the Department call on participating teachers for advice and consultation.

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3. *Lack of information on students in the programs*

Of the thousands of paraprofessionals employed in area elementary schools in the service areas of Los Angeles Mission College and Shasta College, only a total of 140 enrolled in their teacher assistant degree programs, and of those, only an estimated 24 had graduated from the programs as of the end of 1993. In order to evaluate the effectiveness of the programs, continued monitoring of student progress is required, along with follow-up of those candidates who appear to have dropped out of the programs. This continued monitoring of candidates could also assess the experiences of the candidates as teacher assistants, with particular attention given to (1) their elementary classroom experiences during the practicum and guided observation phases of the program and (2) the coordination of their classroom activities with those of their supervising classroom teacher, in terms of improving their effective utilization by classroom teachers, as called for in Education Code Section 45356.

Recommendation 3: **The Chancellor's Office of the California Community Colleges should compile both statistical and experiential information annually from Los Angeles Mission College and Shasta Colleges at the end of the 1994, 1995, and 1996 spring semesters on the progress of their 1991-1993 candidates in the teacher assistant programs toward graduation, licensure, transfer to teacher credential programs, and experiences and utilization in the classroom. The Chancellor's Office should submit these annual reports to the Governor, Legislature, and the Postsecondary Education Commission.**

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4. *Reasons for low rates of licensure*

Of the 24 graduates from the programs as of the end of 1993, an estimated 12 have passed the teacher assistant license examination established by the California Commission for Teacher Credentialing, and only one has been licensed.

Recommendation 4: **Representatives of the two colleges, in consultation with staff of the Commission on Teacher Credentialing and the Chancellor's Office of the California Community Colleges should seek to determine the reasons why so few program graduates have applied to the Commission on Teacher Credentialing for licensure as teacher assistants in order to identify steps that could be taken to help more candidates complete licensure.**

---

5. *Apparent lack of incentives*

The licensed teacher assistant programs at Los Angeles Mission College and Shasta

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College appear worthy of continuation on the basis of the information currently available, but the two colleges and local public school districts need to develop incentives to increase program enrollment and graduation and licensure rates

***Recommendation* 5: Representatives of the California Department of Education, the Chancellor's Office of the California Community Colleges, and public school districts in the primary service areas of the colleges should develop incentives for elementary school classroom paraprofessional training, including: (1) monitoring the efforts of the Los Angeles Unified School District and Local 99 of the California School Employees Association to establish career education centers in district facilities for elementary classroom aides and assistants interested in becoming teachers; (2) linking those efforts, where possible, with the program of Los Angeles Mission College undertaken under SB 1256; (3) reviewing the efforts of the Enterprise School District in Redding, and other area school districts, to establish different salary schedules for licensed teacher assistants and the impact this differential may have on the recruitment and use of licensed teacher assistants; and (4) improving prospective candidates' understanding of, and opportunities for, articulation between the colleges' programs and those of nearby California State University campuses.**

---

6 *Creation of other career-ladder teacher assistant programs*

Assuming that the activities prescribed above are successfully completed, the teacher assistant programs at Los Angeles Mission College and Shasta College should be worthy of replication in those areas of the State with critical needs for multilingual classroom paraprofessionals Because these programs offer an opportunity for groups historically underrepresented in the teaching profession to earn teaching credentials, they will be particularly well suited to areas and school districts most in need of demographic diversification of their teaching staffs

***Recommendation* 6: The California Department of Education, as part of its regular consultations with local school districts, should assist those districts in economically depressed or educationally underachieving areas that are most in need of demographic diversification of their teaching staffs to assess their needs for better trained elementary school classroom paraprofessionals. Those districts needing such assistants should work with nearby community colleges that already offer programs in child development and education to determine the feasibility of adapting some of their existing courses to prepare paraprofessionals in career-ladder programs such as the two established under SB 156. The ultimate goal of this effort should be to increase the numbers of well-prepared teacher assistants who can pursue a California K-12 Multiple Subject Teaching Credential or a Single Subject Teaching Credential.**

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7 *Needed improvements in licensing teacher assistants*

A more efficient and cost-effective alternative is needed to the current time-consuming and costly licensure examination of individual graduates of these teacher assistant programs by the Commission on Teacher Credentialing.

***Recommendation* 7: Representatives of the Commission on Teacher Credentialing should consult with those of the California Department of Education, the Chancellor's Office of the California Community Colleges, and the California Postsecondary Education Commission on the feasibility of developing quality standards for community college teacher assistant degree programs. Once these standards are developed, the Commission on Teacher Credentialing's responsibility in licensing graduates of those programs should be to monitor the implementation of those standards and license recommended graduates of approved programs rather than to examine individual graduates.**

2 Origins and Implementation of the Two Programs

Rationale for SB 156

Several legislative findings regarding instruction in the public schools provided the basis for the Legislature to pass Senate Bill 156 (Greene, Chapter 1345, Statutes of 1989)

1. California's pupil-teacher ratio is higher than that of nearly any other state
2. California's public school teachers in grades 1-3 are commonly assigned the responsibility for educating 30 or more students in self-contained classrooms
3. In only two areas does California's public elementary education system require, or provide for, the use of trained non-certificated personnel specifically educated to assist classroom teachers -- special education (covered under federal regulations), and bilingual education (covered under a sunsetted yet still-followed State law)
4. To alleviate the present class-size problem by building more classrooms would require an infusion of funds for capital construction and site operation that appears unlikely for the foreseeable future Trained teacher assistants working under the direction of certificated teachers could cut in half the pupil-adult ratio without constructing more classrooms
5. Career-ladder teacher assistant programs would provide incentives for instructional aides and assistants, who often are from groups traditionally underrepresented in the teaching profession, to complete further education that could lead to a teaching credential

Purpose of SB 156

SB 156 added Article 7.5, Sections 43350-43358, "Teacher Assistants" (reproduced in Appendix B), to the Education Code, with these three purposes

> (a) To enhance the teaching of reading, language arts, mathematics, social science, and other basic academic subjects to general education pupils in grades 1 to 6 inclusive.
>
> (b) To begin to reduce the impact of large classes in grades 1 to 6 inclusive, through the use of trained teacher assistants, operating within the classroom of a certificated teacher under the direction of that teacher, and
>
> (c) To develop in persons who want to be a teacher assistant competency in specific academic subjects that are part of the curriculum in grades 1 to 6 inclusive and in child development theory

Under the act, to qualify as a teacher assistant, persons needed to meet two conditions

(1) Successful completion of a two-year course of study at a California community college, pursuant to which the applicant has been awarded an Associate of Arts, Teacher Assistant degree

(2) Passage of an examination developed and administered for this purpose by the Commission on Teacher Credentialing

Through SB 156, the Legislature authorized the Chancellor's Office of the California Community Colleges to select two community colleges from different geographic areas of the State to create the new degree programs and to give each of their districts $25,000 for the 1990-91 year to plan the programs

Selection of Los Angeles Mission and Shasta Colleges

In 1990, the Chancellor's Office sent out a Request for Proposals (RFP) for the teacher assistant program planning grants to California's community colleges (Display 1 on the opposite page presents an excerpt from the RFP describing the focus of the programs.) The RFP emphasized the intersegmental focus of this program and reminded prospective bidders that their proposals had to include participation by a nearby State University campus and one or more K-12 school districts

In Spring 1991, the Chancellor's Office selected two sites to receive planning grants -- Los Angeles Mission College in Sylmar, and Shasta College in Redding. Although the two colleges designed and operate their programs in similar ways, each of them added special characteristics to the program in order to address the unique circumstances of their particular region

Characteristics of Los Angeles Mission College

Los Angeles Mission College is located in the San Fernando Valley area of Los Angeles County, 22 miles north by northwest of downtown Los Angeles. It is one of the nine community colleges in the Los Angeles Community College District, which serves an area of 882 square miles, a population of more than 4.8 million, and a combined enrollment of 115,000 students. The primary service area for the college includes the communities of Sylmar, Lake View Terrace, Arleta, San Fernando, Mission Hills, Sunland, Sepulveda, Granada Hills, Panorama City, and parts of North Hollywood. The racial/ethnic composition of this service area and of the college's 1993 student body of some 7,000 students is as follows:

	Service Area	Student Body, 1993
Asian	Included in "Other, Non-Hispanic"	7.0%
Black	4.6%	6.0
Latino	48.3	56.5
White	39.2	29.2
Other, Non-Hispanic	7.8	1.2
Total	99.9%	99.9%

The greater proportion of Latino students at the college rather than in its service area reflects the fact that a larger proportion of California's Latino population is under age 25, compared to the population at large. However, college officials

Display 1 *Excerpt from the Chancellor's Office "Request for Proposals" for Grants of $25,000 to Plan Teacher Assistant Associate of Arts Degree Programs, January 18, 1991*

Focus of the Teacher Assistant Planning Grants

Two community college district will be selected from separate geographic areas of California and each will be allocated a planning grant in an amount not to exceed $25,000 to develop a two-year course of study.

Each community college district selected and funded under this program shall meet the following minimum requirements.

1. Plan to develop and implement a Teacher Assistant Associate of Arts degree program commencing with the 1991-92 school year.
2. Ensure that each student enrolled in the program works under the direct supervision of a credentialed teacher.
3. Design a program that emphasizes training instructional paraprofessionals in cohort groups and provides K-12 school site training whenever practical.
4. Ensure that credit hours earned under the program are transferable to a "multiple subjects waiver program" conducted at California State University campuses in the same region as the selected community college. The program should conform to the lower division major requirements for specific transfer institutions as well.
5. Include information regarding the admissions requirements to Teacher Education programs for each California State University campus participating in the program.
6. Provide input to the Commission on Teacher Credentialling for the development of a Teacher Assistant examination.
7. Collect and make available to the California Postsecondary Education Commission (CPEC) for the purposes of the evaluation of:
   a) The number of persons who enrolled as students in the program and the number who completed the program.
   b) Demographic information concerning those persons.
   c) The number and percentage of graduates of the program who pass the examination described in *Education Code* Section 45350(c)(2).
   d) The number and percentage of graduates of the program who have obtained employment as teacher assistants.
   e) The number of students who have enrolled in the program and transferred to a four-year college Teacher Education program (University of California, California State University, or an independent college).
8. Participate in professional development for K-12 educators where teaching assistants will be placed.
9. Participate in a California Department of Education evaluation of the effectiveness of the initiative in preparing teacher assistants.
10. The Teacher Assistant Associate of Arts Degree Planning Grants should detail plans to meet the requirements below.
    a) Coursework Requirements -- Delineate the proposed programs' coursework requirements in the following areas: reading, language arts, mathematics, social science, science, and other basic academic subjects and identify which courses are transferable.
    b) Matriculation Requirements -- How the program will meet the students academic and vocational needs through the colleges matriculation process pursuant to *Education Code* Sections 55520 through 55523, 55525, 55526, and 58106.
    c) Teacher Assistant Role Function and Training Components -- Identify learning needs for Teacher Assistant program students and teaching strategies used to train the teacher assistants in their role function and related training components. Particular emphasis will be given to a program's treatment of cultural diversity training (i.e. sensitivity to cultural diversity in the classroom).
    d) Student Service Plan -- Develop and implement a long-range plan which identifies the programs and services necessary to meet the needs of students enrolled in teacher assistant associate of arts degree programs (e.g. counseling, transfer services, financial aid, job placement, assessment and testing, etc.).

Source: California Community College's Chancellor's Office, Education Standards and Evaluation, January, 1991.

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note that, when analyzed from the perspective of age group representation, Latinos are slightly underrepresented at the college in relation to their proportion of the same-aged population in the service area

Over the past decade, the population of the primary service area of the college has experienced substantial growth in its percentage of foreign-born persons for whom English is not their primary language Between 1980 and 1990, its Asian population grew by 144 percent and its Latino population grew by 100 percent The majority of the college's feeder high schools are predominantly Latino Given these demographics, the area greatly needs elementary school staff with multilingual and multicultural skills, since students from non-English speaking backgrounds can benefit from initial instruction in their primary language

Los Angeles Mission College officials report that as of Fall 1991, the college's own first-time entering students evidenced low language proficiency:

- Only 7 percent scored high enough on its English placement test to enroll in college-level composition,
- Only 9 percent demonstrated college-level reading ability, and
- Only 1 percent of non-native-English speakers scored high enough to be placed in the highest English-as-a-Second-Language course

Despite this growth in the service area's proportion of non-native-English speaking students, the proportion of elementary and secondary school teachers from historically underrepresented racial/ethic groups remains comparatively small -- less than 40 percent of all teachers in the total Los Angeles Unified School District and less than 25 percent in the college's feeder high schools The California Department of Education estimates that the State will need between 13,000 and 18,000 new bilingual or multilingual teachers by the year 2000 and that Los Angeles County alone will need between 8,000 and 10,000 of them -- more than half of the total -- because of its large and ethnically diverse population

Finally, a number of residents of the college's service area could benefit from employment as classroom assistants Economic conditions in the area were below average even before the present recession, which has exacerbated its existing problems of joblessness and depressed property values Income levels in the area are lower than the county median, and unemployment rates in areas inhabited primarily by Asian, Black, and Latino families, such as that surrounding the college, are generally 2 5 percentage points higher than for Los Angeles County as a whole Houses in the area are valued between 25 and 30 percent lower than comparable homes in neighboring communities of the county

Characteristics of Shasta College

In contrast to Los Angeles Mission College, Shasta College is located in a rural area at the northern end of the Sacramento Valley and has a large service area of three entire counties -- Shasta, Tehema, and Trinity -- with a total population of

only 200,000. Shasta County is the largest county, in terms of population, of any in the northern quarter of the State, and its county seat -- Redding -- is the largest single community in the region, with a population of 65,000. The area's economy is heavily dependent upon rural enterprise, with some one-third of the workers in the area employed in agriculture, lumbering or tourism, and another 20 percent employed by the federal, State or local governments. Unemployment is quite high in the area, having risen to 16 percent during the recent recession, and nearly a quarter of the children in Shasta County are identified as living in extreme poverty.

A large number of very small K-12 school districts, a sizable Native American population, an increasing number of non-English speaking Mien and Hmong immigrants from Laos, and a growing special-education population all combine to present unique challenges to educators in the Shasta College service area. For example, Shasta County alone has 28 different school districts serving a total of fewer than 26,500 students -- an average of fewer than 950 students per district. Native Americans represent 4 percent of all the elementary and secondary students in Shasta County. And the number of special-needs children (those with physical, emotional, or other disabilities for which special educational accommodations are expected) grew between 1985 and 1991 by 33 percent, while the number of special day classes (those for students whose disabilities require that they spend most of their educational day in small groups) grew at an even faster rate.

All of these factors combine to present a compelling need for trained paraprofessionals in elementary and secondary classrooms of the three-county area. Nearly 700 paraprofessionals were employed in Shasta County schools alone in 1992; but not one of the 28 school districts in the county had an ongoing program of development for these paraprofessionals prior to the creation of Shasta's teacher assistant associate degree program.

Creation of the two programs

Los Angeles Mission College established its teacher assistant degree program by converting an existing Child Development certificate and degree program into a "Future Teachers Institute." Display 2 on page 12 outlines the career options available through the Institute. The new associate in arts program consists of two transfer options: Child Development, or Bilingual/Bicultural. The Child Development option transfers to a Child Development major at California State University, Northridge. The college program involves earning 24 units of child development, including six units of practicum, plus the required general education and graduation requirement. The Bilingual/Bicultural option transfers to a Liberal Studies major at CSU Northridge. This option involves earning 15 units of child development, including three units of practicum, plus the required general education and graduation requirements. Officials of the college indicate that the Bilingual/Bicultural option is particularly noteworthy because CSU Northridge's Liberal Studies program is a single-subject waiver program for candidates wishing to pursue a teaching credential.

From among the applicants for the new degree program, the college created several cohort groups whose members study together while employed as teacher aides

Display 2 Career-Ladder Flow Chart, Future Teachers Institute, Los Angeles Mission College

Los Angeles Mission College Programs

Teacher Aid Certificate Programs:

1. Certificate Program in Child Development
2. Certificate Program in Bilingual/Bicultural Education Aide

Associate in Arts Degree (from appropriate Los Angeles Mission College certificate program):

1. Associate in Arts with emphasis in Child Development
2. Associate in Arts with emphasis in Bilingual Education

Associate in Arts Degree in any Single Subject

Transfer Sequence from Los Angeles Mission College to California State University, Northridge, to Obtain a California Teaching Credential

CSU Northridge B.A. in Child Development (from either Los Angeles Mission College A.A. degree program):

1. Obtain Los Angeles Mission College A.A. Degree in Child Development
2. Earn CSU Northridge B.A. in Child Development
3. Take CSU Northridge fifth year in professional preparation
4. Pass the National Teachers Examination

Result: K-12 Multiple Subject Teaching Credential

CSU Northridge B.A. in Liberal Studies (from either Los Angeles Mission College A.A. degree program):

1. Obtain Los Angeles Mission College A.A. Degree in Bilingual/Bicultural Education
2. Earn CSU Northridge B.A. in Liberal Studies
3. Take CSU Northridge fifth year in professional preparation

Result: K-12 Multiple Subject Teaching Credential, or Los Angeles Unified School District Intern Program

CSU Northridge B.A. in Single Subject Waiver Program (from any Los Angeles Mission College single-subject A.A. degree program)

1. Obtain Los Angeles Mission College A.A. Degree in any single subject
2. Earn CSU Northridge B.A. in any single subject
3. Take CSU Northridge fifth year in professional preparation, or complete the appropriate waiver program within selected major
4. Take CSU Northridge fifth year in professional preparation

Result: 9-12 Single Subject Teaching Credential, or Los Angeles Unified School District Intern Program

Source: Adapted from *Future Teachers Institute brochure, Los Angeles Mission College*

in the Los Angeles Unified School District. The college designed these groups to provide peer support networks for the candidates and to promote a sense of community within the Future Teachers Institute. Each cohort group was formed according to participants' current educational status, the general number of college units they planned to take each semester, and their stated career goals. Since students matriculate through the program at individual rates, the college encourages the more advanced students to provide mentoring to other students in their cohort groups.

Shasta College created its teacher assistant program by adapting an existing Liberal Arts degree program in early childhood education. Briefly, the college added nine hours of child development theory, a six-unit two-semester teacher assistant practicum, and a six-unit two-semester guided education observation course. The college designed the program to be very flexible for students in terms of career-ladder points. Specifically, the program provides (1) a teacher aide certificate to students who complete a 14-unit course of study in the program, (2) the associate of arts degree for those completing the full 60 units, and (3) transfer into the Liberal Studies teaching credential program at California State University, Chico, for those seeking to pursue the baccalaureate degree and/or a multiple subject teaching credential.

As may be obvious, both Los Angeles Mission College and Shasta College have developed extensive articulation agreements with their nearby State University campuses of Northridge and Chico, which accept as transferable virtually all of the coursework necessary for completing the colleges' associate degree programs. Both colleges also consulted extensively with their local school districts in developing their programs. Los Angeles Mission College even developed a special required course -- Spanish Reading Through Language Arts -- at the request of the Los Angeles Unified School District. Shasta College took into account concerns of the several K-12 districts in its service area regarding special-needs students and the variety of communities within the area.

This consultation with local State University campuses and school districts appears to have been highly desirable in designing the programs and improving the prospects of future community college students who may consider teaching or other child development services as career options. In addition, both colleges took several initiatives to make their programs a success.

- Both initiated recruitment efforts for prospective teacher assistant degree candidates in local elementary schools and districts, County Offices of Education, community centers, and other sites. Los Angeles Mission College primarily recruited teacher aides employed by the Los Angeles Unified School District who had expressed interest in pursuing a teaching credential. Orientation meetings in the schools provided an overview of the program and on-site registration. Shasta College provided surrounding communities with information on the new program through meetings on campus and through brochures and notices in local public schools and the Shasta County Office of Education.

- Both colleges have offered coursework in the program at off-campus sites con-

venient to working students, such as local elementary schools, and on days and hours identified in surveys as best for these students,

- Both colleges designed their programs with the goal of increasing communications and consultation between the teacher assistant and the classroom teacher and to encourage greater involvement of the teacher assistant in the academic planning of the classroom

In addition, Los Angeles Mission College surveyed the students in its program first to determine what support services would be of greatest use to them and later to learn what changes they would suggest in the program. It found that financial aid, transportation, child care, and academic counselling were among the support services identified as important by the students surveyed. From the second evaluation, it found that the candidates noted as a desirable change increased information from campus admissions office staff about enrollment and academic planning.

Enrollments in the programs

At Los Angeles Mission College, the Future Teachers Institute enrolled 107 students in its teacher assistant degree program during the 1991-92 and 1992-93 years. At Shasta College, 33 students enrolled in its program over those two years.

Of Los Angeles Mission College's 107 candidates, the college estimates that at least seven have completed the degree program, and, as of this writing, five of the seven have also completed all three parts of the teacher assistant licensure examination. Shasta College estimates that 17 of its 33 applicants -- slightly more than half --have earned the associate in arts, and seven of the 17 have also passed the licensure examination. Another six of the 33 had completed more than 14 of the 60 units needed for graduation.

Of the 12 graduates of both colleges who have passed the licensure examination, only one had applied for and actually received the teacher assistant license by the end of 1993, according to the Commission on Teacher Credentialing.

Characteristics of students in the programs

Display 3 on the opposite page shows the available demographic information on the students enrolled in the programs. As is evident, the overwhelming proportion are women, Spanish is the primary language for the majority of students in the Los Angeles Mission College program, while English is the primary language for all but one of the 33 students in the program at Shasta College; the majority of candidates at both institutions hope to obtain a baccalaureate degree or teaching credential, and the vast majority -- 85 percent at Los Angeles Mission, and 81 percent at Shasta -- were employed as aides, assistants, or in some other capacity in elementary school classrooms before and during their enrollment.

Summary

In terms of planning, implementation, and coordination of their teacher assistant programs with local school districts and nearby State University campuses, Los Angeles Mission College and Shasta College clearly created "user-friendly" pro-

Display 3 *Characteristics of the 107 Students Enrolled in the Teacher Assistant Degree Program of Los Angeles Mission College and the 33 Enrolled in the Similar Program at Shasta College, Academic Years 1991-92 and 1992-93*

Ethnicity	Los Angeles Mission College	Shasta College
Mexican, Chicano, Mexican American	28	1
Central American	13	0
South American	8	0
Other Hispanic	52	0
Caucasian, White	2	31
Black	0	0
Native American	0	1
Asian, Asian American	0	0
Other, Non White	1	0
Decline to State	3	0
Primary Language		
English	9	32
Spanish	51	1
Asian, Southeast Asian	0	0
Did not specify	47	0
Educational Status		
U.S. high school diploma	39	25
Obtained GED	2	0
Not a H.S. graduate, adult school	1	0
Not a H.S. graduate	9	1
H.S. Proficiency	2	0
Foreign Secondary diploma	24	0
A.A. degree	1	7
B.A. or B.S. degree	1	0
Did not specify	25	0
Educational Objective		
Teacher assistant, certificate	13	0
Teacher assistant, A.A. degree	2	14
B.A. degree	4	16
Teaching credential	61	0
Undecided	16	1
No response	11	2

Enrollment Status	Los Angeles Mission College	Shasta College
First-time college student	19	4
First-time at this college, transfer	9	0
Returning, after attending another college	7	7
Returning, without attending another	2	2
Continuing student	70	13
College Units Completed		
No units	13	1
1/2 - 15 1/2 units	47	10
16 - 29 1/2 units	25	8
30 - 59 1/2 units	10	4
60 or more units, no degree	9	4
A.A., A.S., B.A., B.A., or higher	3	6
Employment hours worked per week		
41+ hours worked	2	0
31-40 hours worked	6	0
21-30 hours worked	24	0
17-20 hours worked	9	0
13-16 hours worked	18	13
7-12 hours worked	2	13
1-6 hours worked	33	5
Unemployed	3	2
No response	10	0
Employed as Teacher Assistant		
Elementary school	89	26
Junior high school	2	0
High schools	0	0
No response	16	7
Gender		
Female	97	33
Male	10	0

1. At Los Angeles Mission College, a total of 107 candidates in the teacher assistant degree program responded to this survey.

2. At Shasta College, a total of 33 candidates in the teacher assistant degree program responded to this survey.

Sources: Los Angeles Mission College Office of Academic Affairs, Shasta College Division of Applied Sciences.

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grams that attracted a demographically diverse contingent of candidates, most of whom were already employed as elementary school aides.

Nonetheless, many of these candidates, particularly at Los Angeles Mission College, are still in the process of completing their program. Thus the number who may eventually earn their associate degree and their teacher assistant license is unknown -- let alone the number who may be employed as teacher assistants, continue their career development in a State University teacher education program, and receive a teaching credential.

3 Evaluation of the Two Programs

TO evaluate the effectiveness of the two programs, Senate Bill 156 directed the Superintendent of Public Instruction (in effect, the California Department of Education) to compare the improvement in academic performance of pupils in classes using the programs' teacher assistants, as measured by test results, with those in other elementary school classrooms. In addition, in order to ensure the success of the two programs, SB 156 directed the Superintendent to coordinate workshops between the community colleges, the State University, and local elementary school districts regarding changes in instructional methodology within elementary school classrooms needed to ensure the effective use of teacher assistants.

Based upon those activities, the Department of Education was to provide its recommendations for improvement of the teacher assistant degree programs, if any, to the Governor, the Legislature, and relevant State agencies by June 30, 1994. The Department did not undertake that research project or coordinate those workshops, however, citing cost constraints as the reason (Display 4, page 18).

SB 156 also directed the two community colleges to make available to the California Postsecondary Education Commission by October 1993 information on the number and percentage of program graduates who had obtained employment as teacher assistants. Neither of the two colleges nor the local area school districts collected this information. As noted on page 14 above, over three-fourths of the students who enrolled in the two programs were already employed in elementary classrooms as teacher aides or other paraprofessionals; and neither college could determine if any of the 24 graduates of the programs had gained employment as teacher assistants specifically as a result of the program. Moreover, the colleges did not collect any quantitative information regarding the candidates' "before and after" proficiency in the classroom.

The Postsecondary Education Commission was supposed to use such information from the Department and the colleges in its own evaluation and recommendations for program improvement to the Governor, the Legislature, and other State agencies. Because of the lack of that information, the Commission has had to evaluate the programs on two other bases -- (1) anecdotal evidence about them, and (2) evidence of their relation to the larger movement of career laddering within the education profession -- and to make recommendations for their improvement in terms of (1) better information about program outcomes, and (2) simplification of the current licensure process. The remaining pages of this report discuss each of those topics in turn.

DISPLAY 4 *Letter from Laura Wagner, California Department of Education, to Kevin Woolfork, California Postsecondry Education Commission, May 13, 1994, Regarding the Department's Response to Senate Bill 156 of 1989*

CALIFORNIA DEPARTMENT OF EDUCATION
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720

May 13, 1994

Mr. Kevin Woolfork
California Postsecondary Education Commission
1303 J. Street, Suite 500
Sacramento, CA 95814

Dear Mr. Woolfork:

I am writing to clarify our role (or lack of it) in the implementation of Education Code 45450-45358.

SB 156 (Greene, 1989) provided $50,000 in local assistance funds for the initial pilot of a teaching assistant program. Two pilot projects were established at Shasta Community College and Los Angeles Mission College, which each received $25,000. In 1993, twelve persons completed AA degrees and agreed to participate in a Commission on Teacher Credentialing (CTC)-developed pilot assessment. CTC has responsibility for these programs, and you could contact them for more information.

Department of Education staff participated on an advisory panel between 1991-1993 for the implementation of this program and SB 1636, which has also never been fully funded. E.C. 45356 and E.C. 45358 require the Department to (a) provide technical assistance to local education agencies implementing the program and (b) evaluate the initiative. Unfortunately, without fiscal resources, we have been unable to complete either task.

As you may be aware, the implementation of unfunded mandates has been a problematic issue for the state and local education agencies for some time. In response, both Assemblywomen Jackie Speier and Delaine Eastin have supported legislation to relieve agencies of responsibilities to complete unfunded mandates. We are supporting these legislative efforts. Please call me if you wish to discuss these issues further. I can be reached at (916) 657-3375.

Sincerely,

Laura Wagner, Manager
Teaching Support Office

LW:rs

Anecdotal evidence about program success

Considerable anecdotal evidence exists that the two teacher assistant programs succeed in enhancing the skills of elementary classroom aides and assistants, even though less than half of all candidates have actually completed the program at present -- and only one, as of last report, has been licensed as a teacher assistant by the California Commission on Teacher Credentialing.

In particular, local school teachers and administrators are complimentary of the operation of the programs and of the positive impact they appear to be having on the candidates and on the elementary school classrooms in which these candidates work. Officials of the Los Angeles Unified School District have commented on the value of classes on problem solving strategies, effective discipline, and child development that Los Angeles Mission College offers in its program. In part due to the program, the district and its local teachers' union are exploring the feasibility of establishing "regional career ladder education centers" within district schools for local elementary school aides interested in advancing to the teaching profession. Rather than forcing program participants to schedule their community college attendance around their work and family obligations, this proposal envisions the district contracting with community colleges like Mission and the district's own adult education division to offer classes at school sites.

Within the California State University, a member of the articulation staff at California State University, Northridge, has praised the efforts of staff at Los Angeles Mission College to explain to students in the program the relationships among certificate, associate degree, and transfer programs to the baccalaureate, noting:

> If the ability to explain complex program requirements demonstrated by my colleagues at Mission can be relayed to others, it will be a great service. Many students pursuing certificate and AA programs are inspired to change [their] educational objectives, and if we can do a better job providing early, basic information about loftier goals, it facilitates effective student progress toward those ends (Newcomb, 1991).

Comments from college and school officials also help explain why the results of the programs are as yet undetermined. They point out, as Display 3 earlier showed, that most of the students in the programs at both colleges are employed and attend college part-time, thus making relatively slow progress in completing the entire 60 units needed for the degree. In addition, they note that some students entered the program with goals other than the associate of arts degree, such as obtaining the 14-unit certificate or enrolling in courses needed to increase specific competencies needed for classroom assignments.

Officials at both colleges also report that financial considerations seem to have the greatest impact upon students' ability to complete the degree program and obtain their teacher assistant license from the Commission on Teacher Credentialing. Both the Los Angeles and Shasta regions have experienced among the worst economic downturns in the State during the recent recession, and, as local elementary schools have reduced their ancillary and paraprofessional support staff, some of the candi-

dates have experienced reduced working hours and even layoffs. Moreover, the costs to these students of attending even a community college are comparatively high.

Similarly, the $65 cost involved in licensure may account, at least in part, for the small proportion of degree-holders who have applied for their license. Additionally, licensure is voluntary, in that graduates of the programs are not required to apply for a license. A third factor may be graduates' anxiety about the licensure examination. Some local officials feel that, despite the best efforts of the Commission on Teacher Credentialing, its oral examination process is intimidating -- particularly given the lack of most candidates' past exposure to professional licensure.

Nonetheless, most officials and candidates themselves point to the lack of rewards or incentives as the major reason why candidates do not enroll, complete the program, or become licensed. For example, while the Los Angeles Unified School district differentiates between "degree-track" and "non-degree-track" teacher assistants, virtually none of the school districts in the Shasta College service area have adjusted their salary schedules to differentiate compensation for *licensed* teacher *assistants* with an associate degree from that of *certified* teacher *aides* without a degree. Unless school districts develop some such incentives, two-year teachers assistant programs will not flourish.

Significantly, in the small Enterprise School District in Redding, officials of the California School Employees Association report that they are in the process of negotiating salary increases specifically for licensed teacher assistants. In addition, two other nearby districts -- one rural and one large urban -- have agreed to create a job description by the 1994-95 school year that will include the requirement of holding a teacher assistant, associate of arts degree. Clearly, incentives such as salary scales that differentiate between recipients of one-year certificates and two-year degrees will be necessary if two-year programs are to be viable.

Relation of the programs to trends within the teaching profession

Support for the two programs at Los Angeles Mission College and Shasta College comes not only from anecdotal evidence but from their relation to the trend toward career laddering within the teaching profession and, indeed, most occupations. Over a decade ago, in its report, *Improving the Attractiveness of the K-12 Teaching Profession*, the California Round Table on Educational Opportunity noted that "significant improvement in the teaching profession's attractiveness will require fundamental changes in the profession itself to make it more of a profession ... The lack of a career ladder for teachers must be addressed" (p. vi). Today, career laddering extends throughout paraprofessional and professional positions within education, as Display 5 on the opposite page illustrates. That display contains a sample career ladder matrix developed in 1989 by the California Task Force for Professionalizing the Paraprofessional in Education that is a model from which such programs as those at Los Angeles Mission and Shasta Colleges can be developed. As can be seen, the Task Force differentiates five levels of work, with Level III most comparable to the licensed teacher assistant prepared by those programs.

DISPLAY 5 Career Ladder Matrix Developed by the California Task Force for Professionalizing the Paraprofessional in Education, 1989

Characteristic	Level I	Level II	Level III	Level IV	Level V
Job Title/ Classification/ Designation	Para-Educator I, Instructional Aide, Teacher's Aide	Para-Educator II, Instructional Asst. I, Instructional Aide II, Senior Instructional Aide	Licensed Para-Educator (III), Instructional Assistant II, Instructional Aide III	Teaching Associate Mentor Para-Educator, Specialist	Teaching Intern, Candidate, Substitute
Duties/ Skills/ Competencies	Clerical/ Audio-Visual, Behavior Management, Assist with Instruction, Home/School Communication (Bl)	ESL Technician (Bl), Language Acquisition (Bl) Discipline, Crisis Intervention (SE) Behavior Observation, Score/Administer Tests	Lesson Planning, Chart Behavior (SE) IEP Design (SE), Supervise Classroom Activities, Confer with Parents	Conduct Inservice/ Orientation, Collect and Chart Data Special Program Coordination, Work Directly with Students	Execute Plans with Teacher, Emergency Credential
Training/ Experience/ Level of Education	Demonstrated Proficiency Pre-Employment Orientation Suggested	Completion of Staff Development Program, Level of Completion of Program Credits (Two Years)	Complete Community College District Para-Educator Program	Meet District Requirement, Complete Advanced Community College IHE Program	Complete CSU or UC Undergraduate Degree Program
Resources/ Institutions	District Staff Development COE Countywide Training Program, Community College	County Office of Education, Community College, Adult Education, Institution of Higher Education	Community College Program Articulated with IHE Curriculum (outreach), CTC	County Office of Education, Community College, District Staff Development, IHE, Voc Ed	The California State University, University of California, CTC
College Credit/ Service Equivalent	Entry Level	18 Units in Sanctioned Program plus One Year Experience	60 Units (A.A.), Experience in Accordance with Articulation Agreement	90 Units with Advanced Program, Service per District Appropriate for Tasks (Negotiable)	120 Units, Completion of Articulated CC Program with CSU/UC Degree, Service in Accordance with Artic. Agreement
Certification/ Acknowledgement	Employment (Education Code §45344.5 and 45361.5)	Certificate Issued by District/County Office of Education/ Community College	Associate Degree (Community College), License (CTC)	Certificate Issued by County Office of Education, Community College, IHE, Promotion by District	BA Degree, IHE Adapted Emergency Credential, Waiver (CTC)
Supervision/ Line of Authority	Direct Supervision by Teacher	Direct Supervision by Teacher	Light Supervision by Teacher/Program Coordinator	Some Independent Judgment, Supervision by Principal	Exercises Independent Judgment, Supervision by Principal
Training/ Education Requirements	Job Function, Role in Team, Education Mission, Self Esteem, Responsibility and Importance of Role	9 Units Academic (Gen Ed.), 9 Units Applied Instruction (IHE), District/County Office Inservice Equivalent	24 Units Academic (Gen. Ed.), 24 Units Applied Instruction, 12 Units Credited for On-the-Job Experience	Specialized Advanced Program	Satisfying All Unit Requirements for a Degree in Accordance with Articulation Agreement
Support Mechanisms	Programs Conducted at Worksite, Paid Time, Child Care	Develop Cohorts, Community College/IHE Outreach, Professional Growth, Grants, Tuition	Support Cohorts, Community College/IHE Outreach, Promotion, Grants, Tuition/Supplies	Outreach as Possible, Grants, Tuition/ Supplies	Outreach as Possible, Grants, Tuition/Supplies, Transportation, Child Care

Key: Bl = Bilingual; CTC = Commission on Teacher Credentialing; CSU = The California State University; IHE = Institution of Higher Education; SE = Special Education; UC = University of California

Source: Adapted from California Task Force for Professionalizing the Paraprofessional in Education, care of the Commission on Teacher Credentialing, 1989.

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The importance of career development opportunities for paraprofessionals has been recognized in other states as well. Display 6 on the opposite page, from information provided by California's Commission on Teacher Credentialing, shows three career ladder steps for educational aides and assistants as viewed by the National Resource Center for Paraprofessionals at the City University of New York, with the first of the third level -- "Early Childhood Assistant Teacher" -- corresponding closely to that of licensed teacher assistants in California.

Display 7 on pages 24-25 describes the paraprofessional career ladder program that the Cleveland (Ohio) Public Schools and the Cleveland Teachers' Union implemented in 1991. That five-level program involves three separate career tracks for all full-time paraprofessionals in the district, depending on their individual interest: (1) the "Teacher Track" for those who want to become teachers, (2) the "Combination Track" for those who want to receive extra compensation as a result of earning academic credits and achieving job targets but do not want to pursue a degree, and (3) the "Enrichment Track" for those who want to enhance their professional performance but do not want to take academic courses to do so. As can be seen, California's two licensed teacher assistant programs prepare their graduates for what the Cleveland schools consider Level III of the "Teacher Track."

Evidence about the interest of paraprofessionals becoming credentialed teachers also comes from a survey conducted by Local 99 of the California School Employees Association among paraprofessionals employed in the Los Angeles Unified School District. The union found substantial support among the classroom aides, assistants and other paraprofessionals who responded to the survey for a permanent career ladder leading to teacher credentialing. Excerpts from this survey are presented in Display 8 on page 26. It shows that, among all seven categories of paraprofessionals, 72 percent of the respondents stated that they were interested in becoming teachers, and fully 85 percent of the degree-track teaching assistants indicated this interest. In each category of employment, the respondents noted that the biggest obstacle to becoming a teacher was the lack of money and assistance in coordinating the logistics of attending school as a working adult (family duties, lack of time, work responsibilities, etc.).

Need for more information

Both the anecdotal evidence collected by the Commission and trends in the education profession regarding career laddering lead the Postsecondary Education Commission to conclude that the programs at Los Angeles Mission College and Shasta College will warrant replication in other areas of the State if both programs prove to be cost effective.

So far, however, available data indicate that Shasta College has graduated only slightly more than half of the 1991-1993 enrollees in its program, and Mission College has graduated only seven of its 107. And so few of these graduates have sought licensure as teaching assistants that the Commission cannot advocate their creation elsewhere without further information about their productivity. No quan-

(Text continues on page 27.)

DISPLAY 6 Examples of Paraprofessional Career Ladder Steps in Education as Promoted by the City University of New York

Examples of Steps for A Paraprofessional Career Ladder

(Prepared by the National Resource Center for Paraprofessionals, City University of New York, 1990. Reprinted by permission.)

Level I

Duties for Level I paraprofessionals may include:

- Bus duty (e.g. assisting the driver and students with adaptive equipment and monitoring the physical welfare of students)
- Escorting students from the classroom to resource rooms and other programs
- Supervising the playground and lunchroom
- Operating audio-visual and office equipment
- Recording attendance, maintaining records and other clerical tasks
- Assisting students with personal and hygienic care
- Preparing training materials and maintaining supplies
- Setting up and maintaining classroom equipment and learning centers
- Reinforcing lessons initiated by the teacher

Level II

Duties for Level II instructional paraprofessionals may include:

- Tutoring individual students using instructional objectives and lessons developed by the teacher
- Assisting with supplementary work for students and supervising independent study
- Providing assistance with individualized program materials
- Administering informal assessment instruments (spelling tests, etc), scoring objective tests and written papers, and keeping appropriate records for teachers
- Assisting the teacher by observing, recording, and charting behavior
- Implementing behavioral management strategies - using the same emphasis and techniques as the teacher
- Assisting the teacher with crisis problems and discipline
- Assisting with the preparation of materials for use in specific instructional programs
- Attending IEP meetings at the request of the teacher or administrative personnel

Level III (Early Childhood Assistant Teacher)

Duties for Level III paraprofessionals may include:

- Consulting with certified teachers and assisting with the design of individualized programs geared to the needs of young children and toddlers
- Collecting and charting data and assisting the teacher in other functional assessment activities to determine a child's development level
- Selecting and using appropriate prompting, modeling and cueing techniques
- Organizing and scheduling classroom activities and maintaining a safe environment
- Conferring with parents under the direction of the teacher

or

Level III (Job Coach)

- Consulting with teachers or vocational specialists and assisting with the design of individualized transitional and supportive employment programs
- Supervising students in off-campus vocational and transitional programs
- Assisting students to learn good work habits
- Developing instructional strategies (under the supervision of a professional practitioner) to teach the student to perform a job as specified by an employer
- Familiarizing the employer and co-workers with the special needs of the student
- Recording and sharing information about student performance and progress with supervisory personnel
- Maintaining records about student attendance and other information required by the district or employer
- Preparing students to live and work independently in the community by preparing them to use public transportation, shop, cook and perform other domestic tasks, and participate in recreational activities

Source: Adapted from Appendix B, "Sample Career Ladders," of the "Request for Proposals: Paraprofessional Teacher Training Program," California Commission on Teacher Credentialing, 1992, pp. 23-24.

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DISPLAY 7 Description of the Paraprofessional Career Ladder Program Developed by the Cleveland, Ohio,

The Cleveland Paraprofessional Career Ladder Plan

By Marion Cezair - Chairperson, Paraprofessional Chapter, Cleveland Teachers Union

(Published in New Directions, the Newsletter of the National Resource Center for Paraprofessionals in Education and Related Services. Center for Advanced Study in Education, City University of New York. Reprinted by permission.)

In the Spring of 1991, the Board of Education of the Cleveland Public Schools (CPS) and the Cleveland Teachers' Union (CTU) initiated a comprehensive approach to career development and advancement for the 800 plus full time paraprofessionals employed in general, compensatory and special education. The Cleveland Career Ladder System provides the paraprofessional work force with opportunities for professional growth linked to career advancement based on the personal career goals of the individual paraprofessional.

Impetus for the development of the Paraprofessional Career Ladder was an outgrowth of the district's efforts to improve the productivity and the quality of the work force and to enhance the delivery of educational and related services. The implementation of the system is the culmination of two and a half years of joint planning that began with an agreement between the Board of Education and the CTU.

The Plan

A committee of paraprofessionals, teachers and administrative personnel collaborated to develop the Paraprofessional Career Ladder. It is managed by a Governing Board comprised of educational aides/instructional assistants; a vocational or bilingual instructional aide/technician; the Cleveland Teacher's Union Paraprofessional Chapter Chairperson and administrators designated by the district.

The Cleveland Paraprofessional Career Ladder Program is unique in that it offers three separate and distinct career tracks for all full time paraprofessionals. The three tracks are:

1. The Teacher Track for those paraprofessionals whose career goal is to become a teacher.

2. The Combination Track for those paraprofessionals who wish to earn academic credits and to complete units of job targets for extra compensation but who do not desire to pursue a degree. (The job targets component of the system is described below.)

3. The Enrichment Track for those paraprofessionals who desire to enhance their level of performance and professionalism but who do not wish to take university or college courses.

Participation in the program is voluntary. Paraprofessionals who choose to participate in the Paraprofessional Career Ladder must make a minimum commitment of one year to the program. And they must apply by indicating the desired track and level. Two of the tracks, the Combination Track and the Enrichment Track have four separate levels including distinct eligibility for entry and advancement and performance requirements with commensurate compensation. Level V on the Teacher Track affords paraprofessionals opportunities to attend college full time to take course work which will lead to a teacher certification.

To qualify for Levels III, IV, and V of the Teacher Track, candidates must have successfully completed a minimum of two years of college credit or an associate degree from an accredited university. Additional compensation is received for successfully completing up to 15 units of job targets, which are performance objectives related to their paraprofessional area of responsibility. Job targets, written in measurable terms, represent units of pay, with each unit equal to approximately one day's pay.

Also, Paraprofessionals on Level V of the Teacher Track may either:

- continue to perform the duties of a paraprofessional while attending college part time and completing up to 25 units of job targets for extra compensation, or
- apply for a paid Leave of Absence for Professional Study to complete college course work toward a bachelor's degree and teacher certification, including student teaching.

Source: Adapted from Appendix B, "Sample Career Ladders," of the "Request for Proposals: Paraprofessional Teacher Training Program," California Commission on

Public Schools

Job Targets

A key element in all levels of the Career Ladder Plan is the system of job targets. Job targets are defined as performance objectives determined by individual paraprofessionals in collaboration with their on-site administrator. The mutually agreed upon objectives relate directly to improving the learning/instructional process and support the District's goals and objectives.

The reasons for using a job target approach include:

- improving organizational performance
- assessing paraprofessional effectiveness
- clarifying paraprofessional duties and responsibilities
- fostering paraprofessional growth and job satisfaction.

Job targeting is individualized and results oriented. It assumes that:

- outcomes are measurable and assessable
- paraprofessionals are capable of assessing and utilizing feedback on their performance
- paraprofessionals are capable of setting their personal goals and deciding how best to achieve them.

Providing Staff Development

The Cleveland Paraprofessional Career Ladder has two major goals that influence the decisions about how best to provide staff development. The first is to empower paraprofessionals in the District by enhancing their skills, knowledge, and abilities. The second is to strengthen the relationship with colleges and universities in order to provide training, growth and career development opportunities.

The Paraprofessional Development Institute (Institute) was designed to be the development and training arm of the career ladder system. Its purpose is to provide systematic processes and opportunities for paraprofessionals to participate in professional development activities.

To promote leadership and ownership, paraprofessionals are actively engaged in assisting the Institute staff with the design and implementation of instructional strategies and activities. Currently, a seven course curriculum that recognizes the different paraprofessional classifications on the career ladder is being fine tuned. The development of the curriculum and the mechanisms for conducting the training are designed to ensure that staff development will be:

- based on the needs of paraprofessionals
- integrated and ongoing rather than single disconnected sessions
- offered at times convenient for paraprofessionals
- practical and have direct applications for the classroom/work site
- based on sound principles of adult learning and currently recognized best practices in the delivery of education and instructional services.

Conclusion

There is a great deal of interest in the plan among paraprofessionals. Immediately after the first announcement of the Career Ladder and the training options available to facilitate advancement through the system, 170 paraprofessionals applied for admission to the program. Of that number, thirty-two met the required qualifications and were accepted for the program. A major initiative to familiarize paraprofessionals with the eligibility requirements for all phases of the Plan will be launched this summer. And the recruitment and admissions process will be reopened in the fall.

For more information about the specific components of the Career Ladder Plan, criteria for entry and advancement through the steps, the structure of the Paraprofessional Development Institute, the core curriculum and linkages with colleges and universities, contact Marion Ceasor, Cleveland Teachers' Union, 420 Standard Building, Cleveland, Ohio 44113, or Phyllis Benjamin Paraprofessional Development Institute, Cleveland Public Schools, 13880 East Sixth Street - Room 511, Cleveland Ohio, 44114.

Teacher Credentialing, 1992, pp. 21-23.

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DISPLAY 8 *Responses to a 1993 Survey About the Activities and Career-Ladder Interests of Paraprofessional Employees of the Los Angeles Unified School District*

Employment Classification	Response Rate	Three Most-Cited Activities in the Classification	Percent Employed Five Years or More by the District	Percent with 30 or More College Credits Units	Percent Interested in Becoming Teachers	The Three Obstacles to Career Development Most Often Cited by Respondents
Special Education	26%	Duplicating materials, Student discipline, Running errands	59%	52%	71%	Lack of money, Family duties, Lack of time
Degree-Track Teacher Assistants	16	Duplicating materials, Translation, Student discipline	91	69	85	Lack of money, Inability to get classes, Family duties
Non-Degree Track Teacher Assistants	17	Duplicating materials, Translation, Student discipline	62	60	74	Lack of money, Family duties, lack of time
Education Aides	17	Duplicating materials, Student discipline, Student testing	88	24	48	Lack of money, Family duties, Lack of time
Children Center Aides	11	Duplicating materials, Translation, Student discipline	51	34	79	Lack of money, Family duties, Lack of time
Campus Aides	6	Duplicating materials, Student discipline, Running errands	39	30	48	Lack of money, Family duties, Lack of time
Unit B Miscellaneous Paraprofessionals	24	Duplicating materials, Translation, Student discipline	44 44	71 71	57 57	Lack of money, Family duties, Lack of time
Summary, All Classifications	18	91 percent directly assist in teaching students	45	67	72	Lack of money, Family duties, Lack of time
Number of respondents, by question			2,712	1,825	2,649	2,723 unduplicated responses

Notes: The district employment classifications surveyed contain the following types of employee sub-classifications:

Special Education: special education assistant, special education trainee, special education needs attendant, interpreter for hearing impaired sign, speech education aide, health care assistant, other.

Education Aides: education aide II, education aide III.

Unit B Miscellaneous Paraprofessionals: interpreter aide, instructional aide, youth relations assistant, counselor aide, social service aide, student attendance aide, recreation support worker.

The actual number of unduplicated survey respondents within each employment classification was not available; the total number of unduplicated survey responses was provided by Local 99.

Source: Local 99, California School Employees Association, Paraprofessional Career Ladder Focus Group Materials Packet.

titative evidence yet exists on the impact that the programs have had on graduates -- and, in particular, on their performance in the classroom as teacher assistants. Common sense would suggest that *any* relatively untrained person working in an elementary school classroom who then takes college coursework in child development and pedagogy, completes a two-semester teacher assistant practicum, and takes a two-semester guided education observation course, will be a better classroom assistant as a consequence of the educational process. Nonetheless, without more information about graduation rates, licensure rates, the performance of graduates in the classroom, and their impact on elementary school students, the programs will continue to operate more on the basis of hope than evidence.

For this reason, in Part One of this report, the Commission calls on the two colleges to continue to gather persistence and attrition statistics during the next several years on their 1991-93 students. To aid the colleges in making the programs as effective as possible, it also recommends that the California Department of Education supply information to them about the use of teacher assistants within the education profession at large. And to ensure that incentives exist for classroom paraprofessionals to enroll in such programs, it encourages school districts in the service areas of the colleges to develop higher salary scales for teacher assistants who earn an associate degree than for non-degree teacher aides, and to help interested aides enroll in the programs by contracting with colleges to offer courses for the programs in district facilities.

If further information about the programs encourages other colleges to follow the lead of Los Angeles Mission and Shasta Colleges, most of them will not need to start their programs from scratch. According to the Chancellor's Office of the California Community Colleges, 94 other community colleges presently offer certificate or degree programs in child development, early childhood development, or early childhood education similar to those offered at Los Angeles Mission and Shasta. Those that offer associate-degree programs in these fields most likely already offer the courses that Mission and Shasta require in their programs -- such as "Child Growth and Development," "Early Creative Learning Experiences for Children," and "Practicum for Child Development." Using the experience and expertise of Mission and Shasta, these colleges may be able to construct associate degree programs for licensed teacher assistants with minimal adjustments in course content.

Additionally, all of the campuses of the California State University offer bachelor's and master's degree programs in either or both child development and education, as do all eight of the general campuses of the University of California and dozens of accredited independent institutions. The present statewide focus on improved articulation of courses and major fields of study between the community colleges and baccalaureate-granting institutions in order to increase student transfer provides an excellent opportunity for baccalaureate-level institutions to examine the work of the Chico and Northridge campuses of the State University in articulating their programs with those of community colleges.

Rethinking the licensing procedures for teacher assistants

Regardless of whether or not licensed teacher assistant programs expand to other community colleges throughout the State, the Commission believes that the Commission on Teacher Credentialing (CTC) should license teacher assistants on the basis of a recommendation from the community college offering the program rather than by means of its own licensing examination. Under SB 156, CTC must administer an oral examination to candidates for licensure as teacher assistants, and so far, it has not charged candidates to take the examination -- in large part because it has had so few applicants. (It does charge candidates $65 for the application for licensure and the license itself.) The cost to the CTC of reviewing each candidate's coursework and administering an oral examination will eventually become prohibitive if many graduates of the two programs apply for licensure or if other colleges seek to offer similar programs. The costs could soar beyond those currently charged for a single-subject or multiple-subject teaching credential exam and license, which include $40 for first-time applicants to take the California Basic Skills Education Test, another $129 for the license itself (including processing and background check), and $65 for periodic five-year renewals.

An alternative to CTC's present examination process would be to allow CTC to establish quality standards for the community colleges' teacher assistant programs and to monitor these programs for compliance with the standards, with graduates who successfully complete CTC-approved programs recommended by the college for CTC licensure. In this way, CTC would be responsible for monitoring programs to assure their compliance with its standards, but if the programs meet its standards, their graduates would automatically be licensed if recommended by the college.

This approach could have several benefits. It would be more cost effective for the State than sending CTC representatives to examine orally each individual graduate of the programs. It would focus CTC's involvement in the programs on statewide consistency of their quality and content. And it would remove two of the impediments facing potential candidates for licensure, in terms of cost and anxiety. One of the chief purposes of the teacher assistant programs is to attract persons from historically underrepresented groups into making progress on earning a teaching credential. To the extent that the oral licensure examination has an intimidating effect on their entry into the program and persistence through it, other methods should be used for determining their competence.

Summary

If further information about the Los Angeles Mission and Shasta College programs shows them to be cost-effective, they will meet one of the highest priority needs of school districts for career ladders that permit classroom paraprofessionals to enhance their education and competence. As noted earlier, in many urban areas, a large proportion of these classroom aides come from groups historically underrepresented as credentialed teachers, and their multiple language skills assist many students from non-English speaking backgrounds succeed in school. As greater numbers of California students come from communities where English is

not the primary language, it will be even more important for the State to have classroom personnel trained and experienced in multicultural and multilingual education at both paraprofessional and professional levels. Diversifying California's racial/ethnic and socioeconomic cadre of elementary and secondary school educators is an important policy goal for California. Articulated degree programs such as those between Los Angeles Mission College and California State University, Northridge, and between Shasta College and California State University, Chico, can open up credential avenues for a large population previously excluded from such opportunities and service.

Senate Bill No. 156

CHAPTER 1345

An act to add Article 7.5 (commencing with Section 45350) to Chapter 5 of Part 25 of the Education Code, relating to teacher assistants, and making an appropriation therefor.

[Approved by Governor October 2, 1989. Filed with Secretary of State October 2, 1989.]

I am deleting the $50,000 appropriation contained in Section 3 and the $70,000 appropriation contained in Section 4 of Senate Bill No. 156.

This bill would establish a two-year, Associate of Arts teacher assistant degree program within the California Community Colleges to train teacher assistants for grades 1-6, and requires the Commission on Teacher Credentialing to establish an examination and certification process for teacher assistants.

The appropriations contained in this bill are for the 1990–91 Fiscal Year. Appropriating funds for a future fiscal year is contrary to state fiscal practices where costs are funded on an annual bases. It would be more appropriate to consider funding the provisions of this bill during the budget process for Fiscal Year 1990–91.

With this deletion, I approve Senate Bill No. 156.

GEORGE DEUKMEJIAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

SB 156, L. Greene. Teacher assistants: licensure.

Existing law authorizes the use of instructional aides and teacher aides, as specified, to assist in classroom instruction in the public schools.

This bill would authorize the Chancellor of the California Community Colleges to allocate planning grants of not less than $25,000 each, for the 1990–91 school year, to 2 selected community college districts to plan the establishment of a teacher assistant program. The program would include a 2-year course of study and an Associate of Arts, Teacher Assistant degree in specific academic subjects taught in elementary school. This bill would appropriate $50,000 to the chancellor for this purpose.

This bill would direct the Commission on Teacher Credentialing to adopt policies, procedures, and regulations for the administration of an examination for teacher assistant applicants. This bill would appropriate $70,000 to the commission for that purpose.

The bill would direct the Department of Finance and the Legislative Analyst to jointly determine the amount of the examination fee that would be sufficient to generate the revenues necessary to maintain and administer that examination, and report to the Legislature the amount so determined.

This bill would require the Commission on Teacher Credentialing to levy a fee for the issuance or renewal of teacher assistant licenses, as specified.

This bill would require the superintendent by June 30, 1994, to complete an evaluation, as specified, of the use of teacher assistants in elementary schools and to report the results of that evaluation,

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together with recommendations for program improvements, if any, to the Governor, the Legislature, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Commission on Teacher Credentialing.

This bill would direct the California Postsecondary Education Commission, no later than June 30, 1994, to complete an evaluation of the teacher assistant program operated by the 2 selected community college districts, containing specified data collected by those districts, and to report accordingly to the Governor, the Legislature, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Superintendent of Public Instruction.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares as follows:

(a) California's pupil-teacher ratio is higher than that of any other state.

(b) California's public school teachers in grades 1 to 3, inclusive, are each commonly assigned the responsibility for educating 30 pupils in their self-contained classrooms.

(c) California's system of public education does not currently provide for the use of trained, noncertificated personnel who are specifically educated to assist the classroom teacher with instruction in designated subject areas.

(d) Whereas any reduction in the current pupil-teacher ratio will increase the need for more school facilities, thereby exacerbating the current shortage of classrooms, the adult-pupil ratio can be halved in California's public schools by the use of trained teacher assistants, operating within the classroom of a certificated teacher under the direction of that teacher.

(e) In addition, the teacher assistant program set forth in this act will provide an incentive to instructional paraprofessionals, including instructional aides and teacher assistants, to complete education and training that would lead to a teaching credential.

(f) It is the intent of the Legislature that the employment of trained teacher assistants not result in the supplanting or displacement of any persons employed as teacher aides.

SEC. 2. Article 7.5 (commencing with Section 45350) is added to Chapter 5 of Part 25 of the Education Code, to read:

Article 7.5. Teacher Assistants

45350. The purposes of this article include the following:

(a) To enhance the teaching of reading, language arts, mathematics, social science, science, and other basic academic subjects to general education pupils in grades 1 to 6, inclusive.

(b) To begin to reduce the impact of large classes in grades 1 to 6, inclusive, through the use of trained teacher assistants, operating within the classroom of a certificated teacher under the direction of that teacher.

(c) To develop, in persons who want to be teacher assistants, competency in specific academic subjects that are part of the curriculum in grades 1 to 6, inclusive, and in child development theory. In order to qualify as a teacher assistant for purposes of this article, a person shall meet both of the following conditions:

(1) Successful completion of a two-year course of study at a California community college, pursuant to which the applicant has been awarded an Associate of Arts, Teacher Assistant degree.

(2) Passage of an examination developed and administered for this purpose by the Commission on Teacher Credentialing.

45351. (a) No later than June 30, 1990, the Office of the Chancellor of the California Community Colleges shall issue requests for proposal from community college districts for the establishment of an Associate of Arts, Teacher Assistant program. The requests for proposal shall describe the requirements set forth in subdivision (c), and shall be developed in consultation with representatives of the Superintendent of Public Instruction, the President of the University of California, the Chancellor of the California State University, the Chancellor of the California Community Colleges, the Executive Director of the California Postsecondary Education Commission, the Commission on Teacher Credentialing, the statewide Academic Senate for Community Colleges, and the President of the Association of Independent Colleges and Universities. That program shall include, but not necessarily be limited to, the two-year course of study described in Section 45350 and the awarding of an Associate of Arts, Teacher Assistant degree.

(b) The chancellor shall select two community college districts from separate geographic areas of this state for the purposes of this section, and shall allocate to each of those districts for the 1990–91 school year a planning grant of not less than twenty-five thousand dollars ($25,000).

(c) Each of the community college districts selected and funded under this section shall do all of the following:

(1) Implement the Associate of Arts, Teacher Assistant program in one or more community colleges, commencing with the 1991–92 school year.

(2) Ensure that each student enrolled in the program shall work under the direct supervision of a credentialed classroom teacher.

(3) Design the program to ensure that credit hours earned under the program at any community college are transferable to teacher preparation programs conducted at California State University campuses in the same region as that community college.

(4) No later than October 1, 1993, collect, and make available to the California Postsecondary Education Commission for purposes of

the evaluation described in Section 45355, the following data for the 1991–92 and 1992–93 school years:

(A) The number of persons who enrolled in the program, and the number of persons who completed the program.

(B) Demographic information concerning those persons.

(C) The number and percentage of graduates of the program who pass the examination described in subdivision (c) of Section 45350.

(D) The number and percentage of graduates of the program who have obtained employment as teacher assistants, as reported pursuant to Section 45353.

45352. No later than June 30, 1991, the Commission on Teacher Credentialing shall adopt policies, procedures, and regulations as it deems necessary and appropriate for the administration of an examination pursuant to subdivision (c) of Section 45350.

45353. Teacher assistants, as described in this article, shall not be deemed to be teachers for any purpose under this code.

45354. The Commission on Teacher Credentialing shall levy a fee for the issuance and renewal of teacher assistant licenses. The fee for the issuance or renewal of the teacher assistant license shall be twenty-five dollars ($25). In subsequent years, the Commission on Teacher Credentialing may set a different fee, but in no case shall the fee exceed forty-five dollars ($45) without the express approval of the Legislature.

45355. Annually, as part of the budget review process, the Department of Finance and the Legislative Analyst shall jointly determine the amount of the examination fee that would be sufficient to generate the revenues necessary to maintain and administer the examination described in Section 45350, and shall report to the Legislature the amount determined.

45356. The State Department of Education shall, in the 1991–92 and 1992–93 school years, and thereafter as it may deem necessary, coordinate workshops between the community college districts that operate Associate of Arts, Teacher Assistant programs, the California State University, and elementary schools located within those community college districts, regarding changes in instructional methodology that may be necessary to ensure the effective use of teacher assistants.

45357. No later than June 30, 1994, the California Postsecondary Education Commission shall complete an evaluation of the Associate of Arts, Teacher Assistant program, as operated in the two community college districts selected pursuant to Section 45351, which shall include, but need not be limited to, the data set forth in paragraph (3) of subdivision (c) of Section 45351, and shall report the results of that evaluation, together with its recommendations for program improvements, if any, to the Governor, the Legislature, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Superintendent of Public Instruction.

45358. No later than June 30, 1994, the Superintendent of Public Instruction shall complete an evaluation of the use of teacher assistants pursuant to this article in elementary schools in this state, the scope of which evaluation shall include the extent of improvement in the performance of pupils in classes using teacher assistants, as measured by the results of academic performance testing. On or before that date, the superintendent shall report the results of that evaluation, together with recommendations for program improvements, if any, to the Governor, the Legislature, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Commission on Teacher Credentialing.

SEC. 3. The sum of fifty thousand dollars ($50,000) is hereby appropriated from the General Fund to the Chancellor of the California Community Colleges for allocation for the 1990–91 fiscal year, for the planning grants authorized under subdivision (b) of Section 45351 of the Education Code.

SEC. 4. The sum of seventy thousand dollars ($70,000) is hereby appropriated from the General Fund to the Commission on Teacher Credentialing for the 1990–91 fiscal year, for the development of policies, procedures, and regulations as provided for under Section 45352 of the Education Code.

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APPENDIX B: Education Code Sections 45350-45358

ARTICLE 7.5. TEACHER ASSISTANTS

Section

45350. Purposes of article.
45351. Associate of arts teacher assistant program; proposals; selection and funding; requirements of funded programs.
45352. Examination of teacher assistant applicants.
45353. Teacher assistants not deemed teachers.
45354. Teacher assistant license fees; renewals.
45355. Evaluation of amount of examination fee.
45356. Use of teacher assistants workshops.
45357. Report to legislature; evaluation of teacher assistant program.
45358. Evaluation of use of teacher assistants in elementary schools under this article; report to legislature.

§ 45350. Purposes of article

The purposes of this article include the following:

(a) To enhance the teaching of reading, language arts, mathematics, social science, science, and other basic academic subjects to general education pupils in grades 1 to 6, inclusive.

(b) To begin to reduce the impact of large classes in grades 1 to 6, inclusive, through the use of trained teacher assistants, operating within the classroom of a certificated teacher under the direction of that teacher.

(c) To develop, in persons who want to be teacher assistants, competency in specific academic subjects that are part of the curriculum in grades 1 to 6, inclusive, and in child development theory. In order to qualify as a teacher assistant for purposes of this article, a person shall meet both of the following conditions:

(1) Successful completion of a two-year course of study at a California community college, pursuant to which the applicant has been awarded an Associate of Arts, Teacher Assistant degree.

(2) Passage of an examination developed and administered for this purpose by the Commission on Teacher Credentialing. *(Added by Stats.1989, c. 1345, § 2.)*

§ 45351. Associate of arts teacher assistant program; proposals; selection and funding; requirements of funded programs

(a) No later than June 30, 1990, the Office of the Chancellor of the California Community Colleges shall issue requests for proposal from community college districts for the establishment of an Associate of Arts, Teacher Assistant program. The requests for proposal shall describe the requirements set forth in subdivision (c), and shall be developed in consultation with representatives of the Superintendent of Public Instruction, the President of the University of California, the Chancellor of the California State University, the Chancellor of the California Community Colleges, the Executive Director of the California Postsecondary Education Commission, the Commission on Teacher Credentialing, the statewide Academic Senate for Community Colleges, and the President of the Association of Independent Colleges and Universities. That program shall include, but not necessarily be limited to, the two-year course of study described in Section 45350 and the awarding of an Associate of Arts, Teacher Assistant degree.

(b) The chancellor shall select two community college districts from separate geographic areas of this state for the purposes of this section, and shall allocate to each of those districts for the 1990-91 school year a planning grant of not less than twenty-five thousand dollars ($25,000).

(c) Each of the community college districts selected and funded under this section shall do all of the following:

(1) Implement the Associate of Arts, Teacher Assistant program in one or more community colleges, commencing with the 1991-92 school year.

(2) Ensure that each student enrolled in the program shall work under the direct supervision of a credentialed classroom teacher.

(3) Design the program to ensure that credit hours earned under the program at any community college are transferable to teacher preparation programs conducted at California State University campuses in the same region as that community college.

(4) No later than October 1, 1993, collect, and make available to the California Postsecondary Education Commission for purposes of the evaluation described in Section 45355, the following data for the 1991-92 and 1992-93 school years:

(A) The number of persons who enrolled in the program, and the number of persons who completed the program.

(B) Demographic information concerning those persons.

(C) The number and percentage of graduates of the program who pass the examination described in subdivision (c) of Section 45350.

(D) The number and percentage of graduates of the program who have obtained employment as teacher assistants, as reported pursuant to Section 45353. *(Added by Stats.1989, c. 1345, § 2.)*

§ 45352. Examination of teacher assistant applicants

No later than June 30, 1991, the Commission on Teacher Credentialing shall adopt policies, procedures, and regulations as it deems necessary and appropriate for the administration of an examination pursuant to subdivision (c) of Section 45350. *(Added by Stats.1989, c. 1345, § 2.)*

§ 45353. Teacher assistants not deemed teachers

Teacher assistants, as described in this article, shall not be deemed to be teachers for any purpose under this code. *(Added by Stats.1989, c. 1345, § 2.)*

§ 45354. Teacher assistant license fees; renewals

The Commission on Teacher Credentialing shall levy a fee for the issuance and renewal of teacher assistant licenses. The fee for the issuance or renewal of the teacher assistant license shall be twenty-five dollars ($25). In subsequent years, the Commis-

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sion on Teacher Credentialing may set a different fee, but in no case shall the fee exceed forty-five dollars ($45) without the express approval of the Legislature. *(Added by Stats.1989, c. 1345, § 2.)*

§ 45355. Evaluation of amount of examination fee

The Department of Finance shall determine the amount of the examination fee that would be sufficient to generate the revenues necessary to maintain and administer the examination described in Section 45350, and shall report to the Legislature the amount determined. *(Added by Stats.1989, c. 1345, § 2. Amended by Stats.1992, c. 1296 (S.B.986), § 5, eff. Sept. 30, 1992.)*

§ 45356. Use of teacher assistants workshops

The State Department of Education shall, in the 1991-92 and 1992-93 school years, and thereafter as it may deem necessary, coordinate workshops between the community college districts that operate Associate of Arts, Teacher Assistant programs, the California State University, and elementary schools located within those community college districts, regarding changes in instructional methodology that may be necessary to ensure the effective use of teacher assistants. *(Added by Stats.1989, c. 1345, § 2.)*

§ 45357. Report to legislature; evaluation of teacher assistant program

No later than June 30, 1994, the California Postsecondary Education Commission shall complete an evaluation of the Associate of Arts, Teacher Assistant program, as operated in the two community college districts selected pursuant to Section 45351, which shall include, but need not be limited to, the data set forth in paragraph (3) of subdivision (c) of Section 45351, and shall report the results of that evaluation, together with its recommendations for program improvements, if any, to the Governor, the Legislature, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Superintendent of Public Instruction. *(Added by Stats.1989, c. 1345, § 2.)*

§ 45358. Evaluation of use of teacher assistants in elementary schools under this article; report to legislature

No later than June 30, 1994, the Superintendent of Public Instruction shall complete an evaluation of the use of teacher assistants pursuant to this article in elementary schools in this state, the scope of which evaluation shall include the extent of improvement in the performance of pupils in classes using teacher assistants, as measured by the results of academic performance testing. On or before that date, the superintendent shall report the results of that evaluation, together with recommendations for program improvements, if any, to the Governor, the Legislature, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Commission on Teacher Credentialing. *(Added by Stats.1989, c. 1345, § 2.)*

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of April 1995, the Commissioners representing the general public are:

Henry Der, San Francisco; *Chair*
Guillermo Rodriguez, Jr., San Francisco; *Vice Chair*
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach
Jeffrey I. Marston, San Diego
Melinda G. Wilson, Torrance
Linda J. Wong, Los Angeles
Ellen F. Wright, Saratoga

Representatives of the segments are:

Roy T. Brophy, Fair Oaks; appointed by the Regents of the University of California;

Yvonne W. Larsen, San Diego; appointed by the California State Board of Education;

Alice Petrossian, Glendale; appointed by the Board of Governors of the California Community Colleges;

Ted J. Saenger, San Francisco; appointed by the Trustees of the California State University;

Kyhl Smeby, Pasadena; appointed by the Governor to represent California's independent colleges and universities; and

Frank R. Martinez, San Luis Obispo; appointed by the Council for Private Postsecondary and Vocational Education.

The two student representatives are:

Stephen Lesher, Meadow Vista
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933.

CALIFORNIA'S ASSOCIATE DEGREE PROGRAMS FOR PREPARING LICENSED TEACHING ASSISTANTS

Commission Report 94-10

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

93-21 *Who Will Take Responsibility for the Future of California Higher Education? A Statement by Clark Kerr to the California Postsecondary Education Commission, October 25, 1993* (October 1993)

93-22 *Creating a Campus for the Twenty-First Century • The California State University and Fort Ord* (October 1993)

93-23 *Restabilizing Higher Education: Moderating the Impact on California's College Students and the State's Future from Cutting State Support for Higher Education by $1.4 Billion Over the Past Three Years. Report of the Executive Director of the California Postsecondary Education Commission, December 1993* (December 1993)

93-24 *The State of the State's Educational Enterprise: An Overview of California's Diverse Student Population* (December 1993)

94-1 *Legislative and State Budget Priorities of the Commission, 1994: A Report of the California Postsecondary Education Commission* (January 1994)

94-2 *Good Works: The Impact of the Human Corps on California's Public Universities. An Evaluation for the Legislature of the Effects of Assembly Bill 1820 (Chapter 1245, Statutes of 1987)* (April 1994)

94-3 *A Western Compact: A Report on California's Continued Membership in the Western Interstate commission for Higher Education (WICHE)* (April 1994)

94-4 *Faculty Salaries in California's Public Universities, 1993-94: A Report to the Legislature and the governor in Response to Senate Concurrent Resolution No. 51 (1965)* (April 1994)

94-5 *Progress on Regional Academic Planning: A Staff Report to the Commission in Response to the First in a Series of Joint Reports on Regional Academic Planning by California's Public Systems of Higher Education* (April 1994)

94-6 *Progress on College and University Assessments of Campus Climate: A Staff Report to the California Postsecondary Education Commission* (April 1994)

94-7 *Will the "Three Strikes" of (1) Escalating Prison Costs, (2) An Inflexible State Budget, and (3) Frozen State Revenues Strike Down Your Children's College Chances? A Message to Every Californian from Warren Halsey Fox,* Executive Director, *California Postsecondary Education Commission* (April 1994)

94-8 *Breaking Camp -- Building a Campus: The Commission's Analysis of the Proposal to Create California State University, Monterey Bay, at Fort Ord* (June 1994)

94-9 *Professional Degree Program Fees: A Report of the California Postsecondary Education Commission* (June 1994)

94-10 *California's Associate Degree Programs for Preparing Licensed Teacher Assistants: A Report to the Legislature in Response to Senate Bill 156 (Chapter 1345, Statutes of 1989)* (June 1994)